

*Designing the Blueprint

for every student through
Culturally Relevant Instruction

*Who is in the room?

❖ Your Name

❖ Your nickname, if you have one

❖ Where you were born and where you are currently living

❖ What do you enjoy most about your career in education

❖ What you hope to take away from this session

*Content Objectives

- Participants will identify components of culturally relevant instruction
- Participants will evaluate relationships and explore how they might be improved

* Literacy Objectives

- Participants will read about culturally relevant instruction
- Participants will articulate thoughts on relationships by brainstorming and having dialogue

*That's Just Good Teaching

With your table partners describe good teaching and record on chart paper.

Explain why your group believes what's described is good teaching.

Graffiti

*That's Just Good Culturally Relevant Teaching

With your table partners brainstorm and write on chart paper what might be Good **CULTURALLY RELEVANT** Teaching.

Explain why your group believes what's written on the chart paper is Good **CULTURALLY RELEVANT** Teaching.





Understanding the Difference

Good teaching includes such factors building genuine relationship with your students. providing a caring environment, having content knowledge and pedagogical knowledge, and practicing skillful classroom management. However, all of these factors may coexist with the implicit goal of promoting the dominant culture.

Williams, B. (2006). Lessons along the cultural spectrum. Vol. 27 No. 4. National Staff Development Council



Understanding the Difference

Culturally relevant teaching, on the other hand, includes all that is considered good teaching but also takes the learner's cultural background into consideration, building on the student's experiences and affirming his or her cultural identity.

Williams, B. (2006). Lessons along the cultural spectrum. Vol. 27 No. 4. National Staff Development Council



* **Culturally Relevant Dialogue**

- * **Pass out quote cards to each person**
- * **Read the quotes one at a time**
- * **Select 1 quote to re-read & have dialogue**
- * **Continue dialogue with other quotes as time allows**

**What connections
can be made to your
charts?**

**We see the world,
not as it is,
but as we are.**

Douglass Fitch

How do I see this?



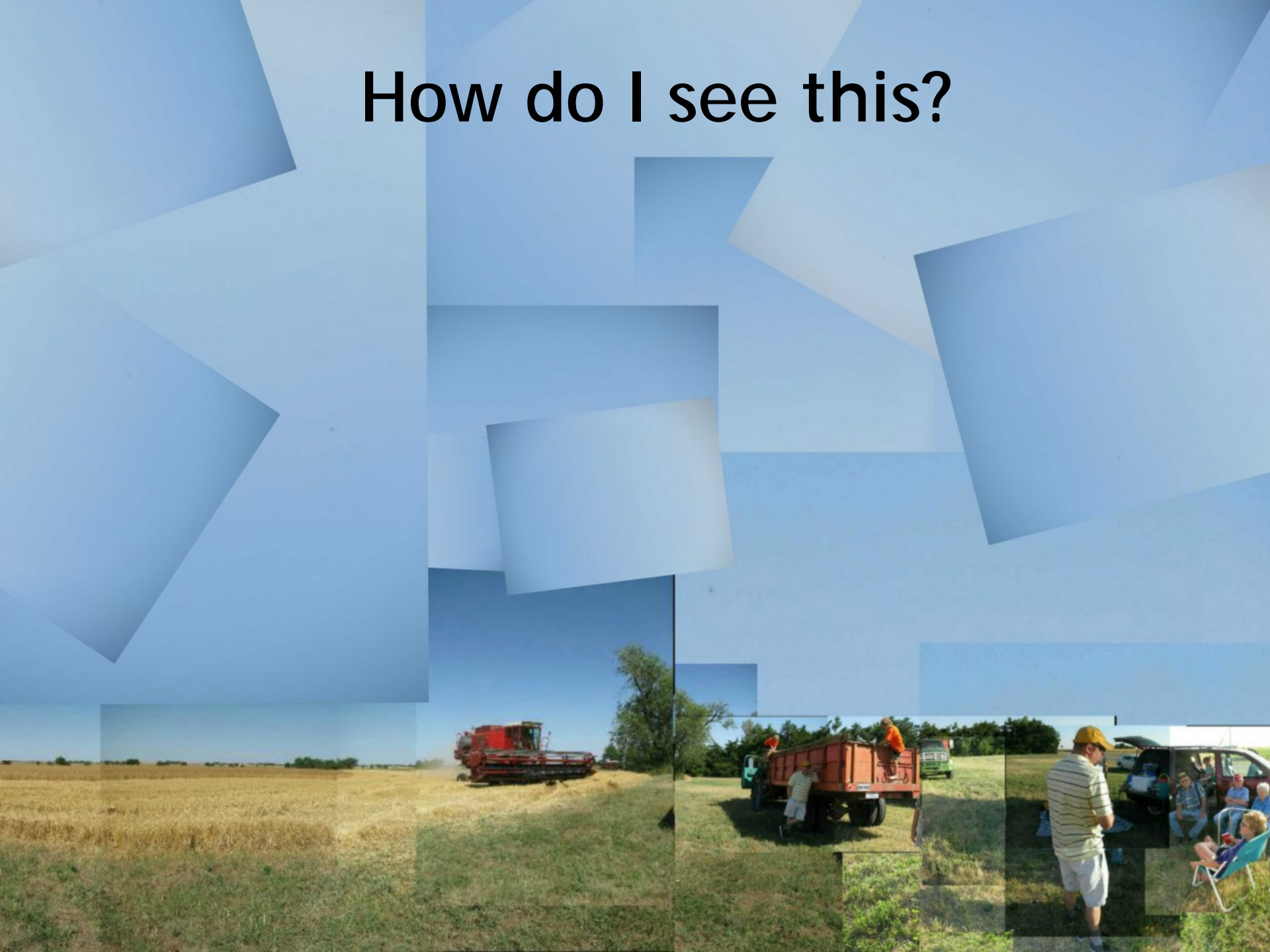
How do I see this?



How do I see this?



How do I see this?





*Teaching Practices

*Relating information to student experience

Thinking about
Culturally Relevant Instruction,
how might you engage your
students in the learning?

*Teaching Practices

- * Create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements a variety of performance styles

Thinking about
Culturally Relevant Instruction,
how might you engage your
students in the learning?

*Teaching Practices

- * Make learning interesting and relevant – the teaching and learning experience should enable individuals to have more meaningful experiences.

Thinking about
Culturally Relevant Instruction,
how might you engage your
students in the learning?



Relationships: The Foundation of Culturally Relevant Instruction

Strong relationships are **critical to academic success for students.**

Relationships are important because students are more likely to engage in rigorous learning when they know that teachers, parents, and other students actually care how well they do. They are willing to continue to try hard when they are connected, encouraged, supported, and assisted.



*Relationship Framework

Level 0	Unknown	Lack of positive relationships
Level 1	Known	Getting to know likes/dislikes
Level 2	Receptive	Showing interest and genuine care
Level 3	Reactive	Receiving guidance and support when requested
Level 4	Proactive	A committed active interest in supporting another person
Level 5	Sustained	Positive and balanced support, long term
Level 6	Mutually Beneficial	Equitable support over a long period of time

*Thinking About Your Students

What might you know?

- ❖ Student's first name
- ❖ Student's last name
- ❖ Student's favorite subject
- ❖ What motivates student's learning
- ❖ Student's learning style
- ❖ Number of siblings in student's family
- ❖ Student's mother's name (first and last)
- ❖ Student's father's name (first and last)
- ❖ Families dreams and aspirations for their child

***Thinking About Your Students**

What are you thinking?

How might you use instructional time to learn about your students?

What might you do differently, if anything at all?



*Self Assessment

Educators also need to analyze their own cultural attitudes, assumptions, mechanisms, rules, and regulations that have made it difficult for them to teach children successfully.

Say Something

- Geneva Gay, Culturally Responsive Teaching